**Appendix H: Reflections of Course-based Embedded Assignments Jose Vasquez**



**Lamar University – M.Ed. in Educational Technology Leadership**

## Reflections of Course-based Embedded Assignments

***Directions:*** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix I) |
| **EDLD 5364** | **Teaching with Technology** | **12** |

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| Description of theAssignment/Performance Tasks(see Appendix I) | A. Demonstrate skills to support teachers as they implement curriculum plans to integrate technology to enhance student learning. Candidates will collect and analyze data from teachers related specifically to student learning.  B. As campus professional development activity, create a wiki-based study group  with 8 teachers leading and support teachers who each create a lesson using Universal Design for Learning at the CAST Lesson Building at http://lessonbuilder.cast.org/, create a sample electronic book to share with your learning team members. Lastly, add a team reflection to your Google site about the process of creating an electronic book. |
| * The knowledge you gained from the assignment. (2 points) * The relation of new information to Technology Facilitator Standards and Performance Indicators (2 points). * The relation of information gained to personal experience. (2 points) * Discussion at a critical level, not just recitation of facts. Discussion at a critical level means discussing things such as your opinion of the reading or experience, why you hold that onion, what you see wrong with the reading or experience, how you see the reading or experience is consistent or inconsistent with what you have learned so far, implications for the future, (4 ) * Insights into the patterns of interactions of colleagues.(2 points) * Group processes including: who had power, authority, or influence; who was participating and who was not, who was not included, how did you or another leader draw the silent participants out; was there confrontation, conflict, consensus, agreement, hurt feelings? (2 points) * Notations addressing the affective or feeling tone evident, concerns you noticed. (2 points) * Questions you have that you should research or about which you can seek expert advice from your campus-based supervisor or your professor. (2 points) * Issues that puzzle you. (2 points) | I’d like to start this reflection by setting the tone. I think we all need reassurance that technology in the classroom is successful. At the start of this course we reviewed several articles and some research just stood out for me. Michael Page's article titled Technology-Enriched Classrooms: Effects on Students of Low Socioeconomic Status has relevant research that indicates that in most cases technology embedded teaching works. “The research shows that the use of computers with "nontraditional" students results in students learning how to problem solve better, improve self-esteem and an improvement in student achievement” (Page, 2002, p. 392). Another similar article, The Impact of Education Technology on Student Achievement also concludes that there is a tremendous amount of positive impact when using technology in the classroom. “To those who have an interest in high stake scores, the use of educational technologies results in positive gains in achievement on research constructed tests, standardized tests and national tests" (Schacter, 1999, p. 9). These quotes gave me encouragement and allowed me to embark in designing activities that incorporate technology to enhance student learning.  This class required constant collaboration with the team we formed, the most of all my courses so far. Our group only consisted of three members instead of the eight which may be why it felt so overwhelming. I learned quite a bit about using UDL website to design and evaluate lessons that use technology to maximize student learning. As a group, we created a Googlesite and Googledoc to collaborate and post the lessons we created. I think the course itself felt so lengthy because I am so used to working independently on my coursework and having to wait for the team’s input was time consuming. In addition to working in a group, I was nominated as the leader of the team, which meant that I had to keep team on track and communicate with them frequently. I truly believe synergy occurred in this class. The collaboration efforts to create a lessons using CAST lesson builder aligns with ISTE Standards of Technology Leadership TF-V.D.2. “Communicate with colleagues and discuss current research to support instruction, using applications including electronic mail, online conferencing, and Web browsers” and TF-V.D.3. “Participate in online collaborative projects and team activities to build bodies of knowledge around specific topics.” In addition to working in a team, we had the opportunity to work individually to create a book using UDL Book Builder. The UDL Book Builder resource is very user friendly. The teacher does not need to know any fancy HTML or language to successful create a learner-centered book that can help various learners. At first glance, I thought this was very elementary however soon discovered that it due to the content of the examples I had seen. The book I created was just an informational book about the iPad device. It’s simple to see that any teacher can incorporate their content and objectives into the book creation and be successful. The process was very simple, just upload photos, choose layouts, enter text, click a few buttons, etc. The feature that could help many students with reading disabilities, vision impairments, or just language barrier is the coach’s feature that acts as a text-to-speech reader. The creation of these books by either the teacher or student is a perfect example of designing lessons that support affective learning. I’ve learned that designing lessons that are project-based seem to have the “hook that makes any content more interesting and engaging” (Rose & Meyer, 2002, “Designing Instruction to Support Affective Learning,” para. 3). Learning how to write an essay about giving directions (process) is boring, however, if students create an interactive book that accomplishes the same goal is a sure way to make writing more interesting to all learners. Finally, being able to share and download books is a very important feature of Book Builder as student’s motivation increases when they can showcase their work online or share with their peers.  Working independently was my method of choice prior to this course, however in this course I used my team even for this individual assignment. We shared ideas and reviewed each other’s sample electronic book. I believe that collaboration especially online is very difficult and time consuming however it produces higher quality work and opportunities for self-improvement. I know that this wont be the last time I collaborate online since technology advances lead us to believe that it will be the norm of the future. I have to admit that designing lessons at CAST lesson builder was no easy task. In fact, by nature the development of lessons was quite time consuming. Lesson planning is a very dreadful task to begin with and many teachers don’t even complete them. In my opinion, I don’t think teachers at my campus are interested in using up more personal time to develop lesson plans using CAST lesson builder. In fact, most teachers will ask for the opposite; a faster, easier way to create lessons. Also, I noticed that the e-book creation was very limited and this could pose a threat for students who like to have wide array of options. Although CAST offers wonderful opportunities for educators and students alike, I have to be realistic and mention that I truly don’t believe teachers will buy in into CAST lesson builder due to time constraints and limited options. I think CAST lesson builder developers should go back to the drawing board and develop a more simplistic and time appropriate method for developing lessons and activities. Until then, teachers including myself will hold off.  Sources:  Page, M.S. (2002). Technology-enriched classrooms: Effects on Students of low socioeconomic status. Journal of Research on Technology in Education, 34(4), 389-409. Retrieved on February 25, 2011 from the International Society of Education at <http://www.iste.org/AM/Template.cfm?Section=Number_4_Summer_20021&Template=/MembersOnly.cfm&ContentFileID=830>  Rose, D., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning.*  Alexandria, VA: Association for Supervision and Curriculum Development. Available online at the Center for Applied Special Technology Web site. Chapter 6. Retrieved on March 6, 2011, from <http://www.cast.org/teachingeverystudent/ideas/tes>  Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. Santa Monica, CA Milken Exchange on Education Technology. Retrieved on February 25, 2011, from <http://www.mff.org/pubs/ME161.pdf>  Williamson, J., & Redish, T. (2009). *ISTE's technology facilitation and leadership standards: what every K-12 leader should know and be able to do*. Eugene,OR: International Society for Technology in Education. |